Deepening the Alignment of Curriculum, Instruction, and Assessment

Teaching & Learning Department
FCIM Support

Summer Institute
August 3, 2011
Call to Attention and Affirmation of our Collective Work

- I will say:
  - “It’s good work!”

- You will say:
  - “And we’re good at it!”
Bellwork: I know I know I know..

• Utilize the following frame to activate your prior knowledge:

  "I know I know something about FCIM. I know that...."

• Start with the person whose birthday is closest to this date- move clockwise until time is called.
<table>
<thead>
<tr>
<th>Date: Aug. 3, 2011</th>
<th><strong>Agenda:</strong> Gradual Release Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bell work:</strong> I know I know...</td>
<td><strong>I do:</strong> Review &amp; Define FCIM (Explicit Instruction)</td>
</tr>
<tr>
<td><strong>Benchmark:</strong> FL.CIM.2011</td>
<td><strong>We do:</strong> Identifying areas of support within FCIM</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> How does an aligned instructional focus impact student achievement?</td>
<td><strong>You do:</strong> Implementation of FCIM/Instructional Focus Calendars and Assessments</td>
</tr>
<tr>
<td><strong>Objective:</strong> Today we are learning to align systems that support student achievement by reviewing the components of FCIM and identifying individual next steps.</td>
<td><strong>Summarizing Activity:</strong></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Content Focus, FCIM, Instructional Focus Calendar, Mini-Assessment, Mini-Lesson</td>
<td>• Exit Ticket: What additional support do I need to help my school effectively implement the FCIM model?</td>
</tr>
<tr>
<td><strong>Homework:</strong> Provide professional development at your school site on FCIM and implementation of instructional focus calendars and assessments.</td>
<td></td>
</tr>
</tbody>
</table>
Key Ideas: FCIM 8 Step Process

- As we go through the FCIM 8 step process, complete the template with key points you want to remember about the model.

- Essential Question: How does an aligned instructional focus impact student achievement?
The 8 step process (CIM) was developed in the Brazosport Independent School District in Texas in the early 1990s.

Developed in response to disturbing state assessment scores.

They began by resisting attaching blame.

Focused on fixing the system so all students could learn.

Based upon W. Edwards Demings-Total Quality Management (Business Model)
Florida’s Continuous Improvement Model (FCIM)

- Research Based
- Incorporates
  - The Brazosport Experience
  - Effective School Model (Dr. Larry Lezotte)
  - TQM-Total Quality Management, a business management model (Dr. W. Edwards Demings)
    - Enables schools and school districts to:
      - Become more data driven
      - Become more process oriented
      - Identify customers and products
Plan-Do-Check-Act Model

Quality must be continuous, whether business or education, the circle must continue to cycle.

Deming’s Total Quality Management Model

Florida Continuous Improvement Model
FCIM Overview: Random Acts of Improvement

High Student Achievement

= Programs
FCIM Overview: Aligned Acts of Improvement

High Student Achievement

= Programs
Purpose

FCIM supports all these areas

- Closing the achievement gap
- Aligning school-wide improvement efforts
- Increasing focus on student achievement
- Using data to drive instruction
- Applying evidence-based improvement tools
- Facilitating focused instruction with laser-like precision for ALL students
- Targeting weakest tested benchmarks
- Providing critical support to FCAT 2.0, EOCs, and other annual assessments
District provides Florida Continuous Improvement Model (FCIM) professional development.

District monitors implementation of Florida’s Continuous Improvement Model.

Schools implement FCIM:

- Prevent I, Correct I School: Required for subgroups not making AYP
- Prevent II, Correct II, Intervene Schools: Required school-wide

(FLDOE Strategies and Support for Differentiated Accountability)
FCIM – 8 Step Process

1. Data Disaggregation
2. Timeline Development
3. Direct the Instructional Focus
4. Ongoing Assessment
5. Tutorials
6. Enrichment
7. Maintenance
8. Monitoring
Data Analysis & Evaluation

- Utilize school level data, ongoing progress monitoring (FCAT data, Edusoft data, etc.)
- Analyze data for weakest performance on state assessed standards
Pause and Reflect

- Utilize the FCIM Rubric to determine where you are with each step in the process.
- Engage in “Real Talk” at your tables from multiple perspectives to complete the rubric.
1. Curriculum
2. Instruction
3. Assessment

Using FCIM
NGSSS – Next Generation Sunshine State Standards

CCS – Common Core Standards (Kindergarten)

How do we ensure all teachers utilize the curriculum for lesson planning and delivery?
Reading/Language Arts
What do I teach?

- **Standard**: Reading Application - The student uses a variety of strategies to comprehend grade level text.

- **Benchmark**: LA.7.1.7.2 (NGSSS) - The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.
Current Benchmark: LA.7.1.7.2 (NGSSS) - The student will **analyze** the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and **understand how they affect meaning**

Old Benchmark: LA.A.2.3.2 (SSS) - **Identifies** the author’s purpose and/or point of view in a variety of texts and **uses the information to construct meaning**

How are they different?
- **Analyze versus Identify**
- **Understand versus Use**
Level of Rigor

- **Analyze**: examine, inspect, survey, study, scrutinize, look over; investigate, explore, probe, research, go over (with a fine-tooth comb), review, evaluate, break down, dissect, anatomize.

- **Identify**: recognize, single out, pick out, spot, point out, pinpoint, put one's finger on, put a name to, name, know; discern, distinguish; remember, recall, recollect.

- **Understand how they affect meaning**: comprehend how the author’s purpose and perspective influence meaning.

- **Use the information to construct meaning**: utilize the author’s purpose and point of view to form meaning.
Pause and Reflect on Curriculum

- NGSSS – Next Generation Sunshine State Standards
- CCS – Common Core Standards (Kindergarten)

How do we ensure all teachers utilize the curriculum for lesson planning and delivery?
1. Curriculum
2. Instruction
3. Assessment

Using FCIM
Instruction

- Curriculum Maps (all benchmarks)
- Pacing Guides (covering all benchmark)
- Instructional Focus Calendars (targeting of tested benchmarks)
- Adopted Textbooks, Supplemental Materials, Computer Based Programs, etc.

- How do we align the instructional focus to ensure students have mastered the tested benchmarks before annual testing?
Places focused instruction on the tested benchmarks while answering the following questions:

- What do students need to know?
- What do I need to teach them?
- How much time do I need to do it?

“The Instructional Focus Calendar is not your lesson plan or scope and sequence. It is simply a guide that tells what objectives will be focused on during a particular week. It ensures that every concept on the state assessment will be covered in the classroom. It helps align the written curriculum, with the taught curriculum, with the tested curriculum.”

-(Closing the Achievement Gap: No Excuses by P. Davenport and G. Anderson)
What Do My Students Need to Know?
## Mathematics Content Assessed by the FCAT 2.0 and Item Types by Benchmark Grades 3–5

### Grade 3

**Big Idea 1** Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

<table>
<thead>
<tr>
<th>MA.3.A.1.1</th>
<th>MA.3.A.1.2</th>
<th>MA.3.A.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model multiplication and division, including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.</td>
<td>Solve multiplication and division fact problems by using strategies that result from applying number properties.</td>
<td>Identify, describe, and apply division and multiplication as inverse operations.</td>
</tr>
<tr>
<td>MC</td>
<td>MC</td>
<td>MC</td>
</tr>
</tbody>
</table>

### Big Idea 2 Develop an understanding of fractions and fraction equivalence.

<table>
<thead>
<tr>
<th>MA.3.A.2.1</th>
<th>MA.3.A.2.2</th>
<th>MA.3.A.2.3</th>
<th>MA.3.A.2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent fractions, including fractions greater than 1, using area, set, and linear models.</td>
<td>Describe how the size of the fractional part is related to the number of equal-sized pieces in the whole.</td>
<td>Compare and order fractions, including fractions greater than 1, using models and strategies.</td>
<td>Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.</td>
</tr>
<tr>
<td>MC</td>
<td>Also assesses MA.3.A.2.2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior Knowledge: Items may require the student to apply mathematical knowledge described in NGSSS benchmarks from lower grades; however, the benchmarks from lower grades will not be assessed in isolation.

**MC** = Multiple choice  **GR** = Gridded response

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**Appendix B in the Item Specification Document** tells exactly which standards are assessed by grade level for each tested content area.
## APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0

**Strand 1: Reading Process**

### Standard 6
The student uses multiple strategies to develop grade-appropriate vocabulary.

**The student will:**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grades 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.3.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.4.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.5.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.6.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.7.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.8.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
<td>LA.910.1.6.3 use context clues to determine meanings of unfamiliar words.</td>
</tr>
<tr>
<td>LA.3.1.6.6 identify shades of meaning in related words (e.g., blaring, loud).</td>
<td>LA.4.1.6.6 identify shades of meaning in related words (e.g., blaring, loud).</td>
<td>LA.5.1.6.6 identify shades of meaning in related words (e.g., blaring, loud).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessed by LA.3.1.6.9.</td>
<td>Assessed by LA.4.1.6.9.</td>
<td>Assessed by LA.5.1.6.9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA.3.1.6.7 use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</td>
<td>LA.4.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</td>
<td>LA.5.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</td>
<td>LA.6.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</td>
<td>LA.7.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</td>
<td>LA.8.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</td>
<td>LA.910.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Also assesses LA.5.1.6.11.</td>
<td>Also assesses LA.6.1.6.11.</td>
<td>Also assesses LA.7.1.6.11.</td>
<td>Also assesses LA.8.1.6.11.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Also assesses LA.910.1.6.11.</td>
</tr>
</tbody>
</table>
What Do I Need to Teach Them?

### Overall Performance:

<table>
<thead>
<tr>
<th>Band</th>
<th>Range</th>
<th># Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1: Remedial</td>
<td>0.00-10.99</td>
<td>24</td>
<td>14%</td>
</tr>
<tr>
<td>L2: Below Average</td>
<td>11.00-16.99</td>
<td>63</td>
<td>36%</td>
</tr>
<tr>
<td>L3: Average</td>
<td>17.00-23.09</td>
<td>68</td>
<td>39%</td>
</tr>
<tr>
<td>L4: Above Average</td>
<td>24.00-32.99</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>L5: Outstanding</td>
<td>33.00-40.00</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Average Score: 16.6/40 (42%)

### Per Standard Performance:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Below Mastery</th>
<th>Partial Mastery</th>
<th>Mastery</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.3.A.1: Benchmark MA.3.A.1</td>
<td>52 (30.06%)</td>
<td>76 (43.93%)</td>
<td>68 (39.31%)</td>
<td>42 (24.28%)</td>
</tr>
<tr>
<td>MA.3.A.1: Benchmark MA.3.A.1</td>
<td>63 (36.42%)</td>
<td>100 (57.80%)</td>
<td>54 (31.21%)</td>
<td>10 (5.78%)</td>
</tr>
<tr>
<td>MA.3.A.2: Benchmark MA.3.A.2</td>
<td>191 (96.88%)</td>
<td>21 (12.14%)</td>
<td>13 (7.51%)</td>
<td>10 (5.78%)</td>
</tr>
<tr>
<td>MA.3.A.1: Benchmark MA.3.A.2</td>
<td>152 (79.46%)</td>
<td>107 (50.87%)</td>
<td>52 (30.06%)</td>
<td>61 (35.26%)</td>
</tr>
<tr>
<td>MA.3.A.2: Benchmark MA.3.A.2</td>
<td>24 (13.87%)</td>
<td>44 (54.34%)</td>
<td>52 (30.06%)</td>
<td>2 (1.16%)</td>
</tr>
<tr>
<td>MA.3.A.3: Benchmark MA.3.A.2</td>
<td>86 (49.71%)</td>
<td>17 (44.51%)</td>
<td>13 (7.51%)</td>
<td>2 (1.16%)</td>
</tr>
<tr>
<td>MA.3.A.3: Benchmark MA.3.A.2</td>
<td>66 (38.15%)</td>
<td>44 (54.34%)</td>
<td>10 (5.78%)</td>
<td>2 (1.16%)</td>
</tr>
<tr>
<td>MA.3.A.4: Benchmark MA.3.A.3</td>
<td>166 (59.22%)</td>
<td>51 (20.46%)</td>
<td>25 (14.42%)</td>
<td>72 (41.62%)</td>
</tr>
<tr>
<td>MA.3.A.4: Benchmark MA.3.A.3</td>
<td>50 (40.46%)</td>
<td>48 (27.75%)</td>
<td>12 (6.94%)</td>
<td>14 (8.09%)</td>
</tr>
<tr>
<td>MA.3.A.5: Benchmark MA.3.A.3</td>
<td>123 (71.10%)</td>
<td>74 (42.77%)</td>
<td>14 (8.09%)</td>
<td>39 (22.54%)</td>
</tr>
<tr>
<td>MA.3.A.5: Benchmark MA.3.A.3</td>
<td>50 (40.46%)</td>
<td>74 (42.77%)</td>
<td>14 (8.09%)</td>
<td>39 (22.54%)</td>
</tr>
<tr>
<td>MA.3.A.6: Benchmark MA.3.A.3</td>
<td>119 (68.79%)</td>
<td>51 (20.46%)</td>
<td>3 (1.73%)</td>
<td>2 (1.16%)</td>
</tr>
<tr>
<td>MA.3.A.6: Benchmark MA.3.A.3</td>
<td>70 (40.46%)</td>
<td>48 (27.75%)</td>
<td>3 (1.73%)</td>
<td>2 (1.16%)</td>
</tr>
<tr>
<td>MA.3.A.7: Benchmark MA.3.A.3</td>
<td>72 (40.46%)</td>
<td>61 (35.26%)</td>
<td>12 (6.94%)</td>
<td>45 (26.01%)</td>
</tr>
<tr>
<td>MA.3.A.7: Benchmark MA.3.A.3</td>
<td>44 (25.43%)</td>
<td>90 (52.02%)</td>
<td>25 (14.42%)</td>
<td>72 (41.62%)</td>
</tr>
<tr>
<td>MA.3.A.8: Benchmark MA.3.A.3</td>
<td>40 (23.12%)</td>
<td>61 (35.26%)</td>
<td>45 (26.01%)</td>
<td>22 (12.72%)</td>
</tr>
</tbody>
</table>
Identify the standards with weakest performance.
How Much Time Do I Need to Do It?
The academic school year should be viewed in three distinct segments as you implement FCIM Focus Mini-Lessons.

**August – January**
Using baseline data, instruction prioritizes benchmarks and skills identified through the analysis of the school’s student data.

**January – March**
Using mid-year data, instruction prioritizes benchmarks and skills identified through the analysis of the school’s student data.

**April – June**
Instruction prioritizes benchmarks not covered earlier in the school year and skills essential to learning for the next grade level or course.

Prioritize based on *most highly tested benchmarks* with more time allotted for benchmarks *with the weakest student performance data*.

Consider other assessments and timelines: EOCs, FCAT Retakes, Industry Certification Exams
# Instructional Focus Calendar

## September 2011 Fourth Grade Math

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Bellringer:** MA.4.G.3.1

**Representing Numbers through Millions (MA.4.A.6.1)**

**Chapter 1**

**EQ:** How does place value affect number? When is an estimate an appropriate answer?

**Edusoft Achieves MA.4.A.6.1**

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
</table>

**Bellringer:** MA.4.G.3.2

**Multiplication & Division (MA.4.A.1.1)**

**Chapter 2**

**EQ:** How is multiplication and division relevant in daily situations? How are properties helpful when solving mathematical problems?

<table>
<thead>
<tr>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
</tr>
</thead>
</table>

**Bellringer:** MA.4.G.3.2

**Multiplication & Division (MA.4.A.1.1)**

**Chapter 2**

**EQ:** How is multiplication and division relevant in daily situations? How are properties helpful when solving mathematical problems?

<table>
<thead>
<tr>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
</tr>
</thead>
</table>

**Bellringer:** MA.4.G.3.3

**Multiplication & Division (MA.4.A.1.1)**

**Chapter 2**

**Algebra (MA.4.A.4.2)**

**Chapter 3**

**EQ:** How can understanding properties help you solve problems? How are algebraic rules useful in describing patterns?

### Instructional Focus

**Multiplication & Division**

**MA.4.A.1.1** Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease. (Assessed with MA.4.A.1.2.)

**MA.4.A.6.4** Determine factors and multiples for specified whole numbers.

### Content Focus:
- Equal Groups
- Arrays
- Area Model
- Patterns
- Relation to Division

### Algebra

**MA.4.A.4.1** Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.

**MA.4.A.4.2** Describe mathematics relationships using equivalent expressions, equations, and visual representations.

**MA.4.A.4.3** Recognize and write algebraic expressions for functions with two operations.

### Content Focus:
- Multiplication Properties
- Expressions
- One & Two Operations
- Equations

### Reporting Categories:
- Number: Operations & Problems
Select specific skills with the weakest performance data.

Prioritize by most highly tested benchmark skills using FCAT Content Assessed Reports.

Determine the order for specific skills to be re-taught/reviewed.

Prioritize by sequence of specific skills within benchmark cluster.

Use the District Curriculum Pacing Guide to map specific skills to review/re-teach.

Map specific skills to calendar dates.

Allow sufficient time for introducing the skill, providing opportunities to practice the skill, and assessing the skill.
The school analyzed student’s performance on tested benchmarks to assess the greatest need. The school developed and implemented an instructional calendar based on their analysis.

Midyear performance data indicates a twenty-one percentage point increase of students performing at level three or above. The school was able to move twenty-three students out of the level one performance band.

Elementary School X
FCAT End of Year Data
75% at or above grade level (FCAT 2011)
Pause and Reflect on Instruction

- Curriculum Maps (all benchmarks)
- Pacing Guides (covering all benchmark)
- Instructional Focus Calendars (targeting of tested benchmarks)
- Adopted Textbooks, Supplemental Materials, Computer Based Programs, etc.

- How do we align the instructional focus to ensure students have mastered the tested benchmarks before annual testing?
1. Curriculum
2. Instruction
3. Assessment

Using FCIM
Assessment

- NGSSS – Next Generation Sunshine State Standards
- FCAT 2.0 and EOC Item Specifications
- Lake Benchmark Assessments
- Florida Achieves (Edusoft Mini Assessments)
- FCAT Explorer
- CPALMS (Test Item Samples)

How do we align assessments to monitor the instructional focus and ensure students have mastered tested benchmarks?
District Systems of Support

- Edusoft: Mini Assessments (Science soon to be released, EOCs in progress)
- Edusoft: Lake Benchmark Assessments (Baseline, Mid-Year, End-of-Year)
Reading/Language Arts
How will this be assessed?

- Standard: Reading Application - The student uses a variety of strategies to comprehend grade level text.
  - Benchmark: LA.7.1.7.2 - The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.
Clarification: The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within or across texts.

Content Focus:
- Author’s Purpose (within/across texts)
- Author’s Perspective (within/across texts)
- Author’s Bias (within/across texts)

Content Limits: Grade-level appropriate texts used in assessing author’s purpose should contain an identifiable author’s purpose for writing, including, but not limited to, persuading, entertaining, conveying a particular tone or mood, informing, or expressing an opinion. The author’s purpose, perspective, and bias should be recognizable within or across texts.
Test Item Specifications

Text Attributes: Texts should be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts may include, but are not limited to, persuasive articles, essays, editorials, and informational articles.

Distractor Attributes: Distractors may include, but are not limited to
- facts and details that do not support the author’s purpose or represent the author’s perspective or bias;
- incorrect interpretations of the author’s purpose, perspective, or bias;
- incorrect analysis or evaluation of the impact of the author’s purpose, perspective, or bias;
- plausible but incorrect distractors based on the text.

Note: Distractors should not be a list of general categories (e.g., to inform, to persuade) but should include specific examples related to the text.
Maybe he was five feet six if his heels were not worn. Maybe he weighed 155 pounds if he had a good meal. Maybe he could see a block away if his glasses were clean.

Why does the author describe Poppa’s appearance in this way?

A. to provide a clear image of Poppa
B. to suggest that Poppa’s strengths were internal
C. to contrast Poppa’s size with the size of his project
D. to explain why Poppa might choose to avoid challenges
Where did *Poppa and the Spruce Tree* come from?

In this essay Mario Cuomo, former governor of New York, recalls an experience with his father that serves as an inspiration to him. It was first published in the Diaries of Mario M. Cuomo.
The following table lists examples of literary and informational texts that may be represented on FCAT 2.0 Reading. Poems, fables, and plays can be expected to make up only a small portion of the texts used on FCAT 2.0 Reading.

<table>
<thead>
<tr>
<th>Types of Literary Text</th>
<th>Types of Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td><strong>Primary Sources/Nonfiction</strong></td>
</tr>
<tr>
<td>Short stories</td>
<td>Historical documents (e.g., Bill of Rights)</td>
</tr>
<tr>
<td>Poetry</td>
<td>Essays (e.g., informational, persuasive, analytical, historical, scientific)</td>
</tr>
<tr>
<td>Historical fiction</td>
<td>Letters, journals, diaries</td>
</tr>
<tr>
<td>Fables</td>
<td><strong>Secondary Sources/Nonfiction</strong></td>
</tr>
<tr>
<td>Folk tales, tall tales</td>
<td>Magazine articles</td>
</tr>
<tr>
<td>Legends</td>
<td>Newspaper articles</td>
</tr>
<tr>
<td>Myths</td>
<td>Editorials</td>
</tr>
<tr>
<td>Fantasy</td>
<td>Encyclopedia articles</td>
</tr>
<tr>
<td>Drama</td>
<td><strong>Functional Materials</strong></td>
</tr>
<tr>
<td>Excerpts from longer works</td>
<td>Consumer documents (e.g., warranties, manuals, contracts, applications)</td>
</tr>
<tr>
<td></td>
<td>Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</td>
</tr>
<tr>
<td></td>
<td>How-to articles</td>
</tr>
<tr>
<td></td>
<td>Brochures, fliers</td>
</tr>
<tr>
<td></td>
<td>Schedules</td>
</tr>
<tr>
<td></td>
<td>Website pages</td>
</tr>
<tr>
<td><strong>Nonfiction</strong></td>
<td><strong>Functional Materials</strong></td>
</tr>
<tr>
<td>Biographical and autobiographical sketches</td>
<td>Consumer documents (e.g., warranties, manuals, contracts, applications)</td>
</tr>
<tr>
<td>Diaries, memoirs, journals, letters</td>
<td>Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</td>
</tr>
<tr>
<td>Essays (e.g., personal and classical narratives)</td>
<td>How-to articles</td>
</tr>
<tr>
<td>Critiques</td>
<td>Brochures, fliers</td>
</tr>
<tr>
<td></td>
<td>Schedules</td>
</tr>
<tr>
<td></td>
<td>Website pages</td>
</tr>
</tbody>
</table>
The author probably wrote this article to

- A. persuade readers to support Abian’s plans.
- B. encourage readers to respect those who think differently from them.
- C. inform readers of an extreme suggestion for the moon.
What is the author’s purpose in this article?

- A. to persuade people to read more
- B. to share advice on how to find good books to read
- C. to inform people of the dangers of watching too much television
- D. to persuade readers to use the internet
Read this sentence from the article.

- For example, did you know that more people have walked on the moon than have visited the ocean’s deepest places?

Why does the author compare the ocean to the moon?

- A. to show how hard it is to reach parts of the ocean
- B. to explain why exploring the ocean is such a good idea
- C. to point out that the ocean is important to our survival
- D. to point out that people have a lot to learn about the ocean
Read the following sentence from the article.

- The American Animal Health Association says that a majority of pets receive as much attention as children!

The author includes this information to

- A. emphasize how important a pet can be to its owner.
- B. show that having a pet takes a long term commitment.
- C. point out that pet owners should never spoil their pets
- D. remind people that pets, like children, are very expensive.
 Pause and Reflect ...

- On anything that has resonated with you thus far.
Edusoft: Reports, Tools, Data Analysis

- Aligned system
  - Curriculum Locker
    - Standards
    - Grade Level and Content Area Folders
    - Instructional Focus Calendars
    - Mini Assessments
    - Test Item Specifications
  - Benchmark Assessments
    - Baseline and Mid-Year: Reading, Math, Science, Writing (3-10)
    - Mini Assessments: Reading, Math (3-10)
    - Progress Monitoring Reports
    - Other District and School Created Tests
LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.

Content Focus
- Character Development
- Character Point of View
- Setting
- Plot Development
- Problem/Resolution

LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

Content Focus
- Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)

LA.3.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

Content Focus
- Antonyms
- Synonyms

Assessment Schedule
Character Development
Associated tests: Character Development: First Assessment — Character Development: Second Assessment

Character Point of View
Associated tests: Character Point of View: First Assessment — Character Point of View: Second Assessment

Locate, Interpret, Organize Information
Associated tests: Locate, Interpret, Organize Information: First Ass — Locate, Interpret, Organize Information: Second As

Documents attached to this curriculum plan
September Focus Calendar

Standards covered:
- FLNGSSS—Reading and Language Arts (2007)—Grade 3—LA.3.1 — LA.3.1.6 Benchmark LA.3.1.6.8
- FLNGSSS—Reading and Language Arts (2007)—Grade 3—LA.3.2 — LA.3.2.1 Benchmark LA.3.2.1.2
- FLNGSSS—Reading and Language Arts (2007)—Grade 3—LA.3.2 — LA.3.2.2 Benchmark LA.3.2.2.1
Assessments
- Align questions on existing benchmark assessment to standards.
- Print answer sheets for tests in the system.

Reports Locker
- Organize reports that were run on benchmark assessments.
- View and download reports.

Reports
- Generate and print PDF score reports at the class, school or district level.
- See student performance on standards, customizable question groups, and individual questions.

Item Analysis
- Analyze benchmark assessment items for difficulty, discrimination, and KR-20 values.
- See list of students based on item responses.

Intervention Groups
- List students for targeted interventions based upon customizable performance criteria.
- Compare performance on two tests.

Instructional Tool
- Generate standards-based instructional materials for students based on their performance on tests.
- Instructional materials can include missed exam questions, resource materials, and additional standards-aligned questions.
**Performance Band Reports**
Performance Band reports show you average scores for a class or group, divided into performance bands. You can create these reports for all students, for each period, or for individual students.

**Class List Reports**
Class List reports show you how each student in a class or group performed on an exam. You can create these reports for all students in a group or for one or more periods.

**Student Performance Report**
Student Performance reports show you how an individual student performed on multiple assessments. You can choose to include standards or question groups and select different score types.

**Report Builder**
Report Builder shows you how a group of students performed on up to 10 assessments. You can see the results for different score types grouped by period, by demographic information, or by many other options.
Pause and Reflect on Assessment

- NGSSS – Next Generation Sunshine State Standards
- FCAT 2.0 and EOC Item Specifications
- Lake Benchmark Assessments
- Florida Achieves (Edusoft Mini Assessments)
- FCAT Explorer
- CPALMS (Test Item Samples)

How do we align assessments to monitor the instructional focus and ensure students have mastered tested benchmarks?
Edusoft

LBA (Lake Benchmark Assessment) Overview
Lake Benchmark Assessment Creation Process

- Invitation to participate extended to every teacher in Lake County Schools
- 46 teacher & instructional coach participants
- 2-4 days of training (depending on subject area), item review/creation, and assessment review/creation
Lake Benchmark Assessment
Creation Process

Item analysis for field-tested subject areas (math 3-8, Algebra I, and science grades 5 & 8)
Creation of Reading, Geometry & Biology

Items reviewed for consistency with FCAT and EOC item specifications

Item validity - alignment with benchmarks (all items) & discrimination index (field tested items)

Test blueprint consistent with FCAT or EOC blueprint: cognitive complexity, reporting categories, total number of questions (minimum 2 questions per benchmark)
# Lake Benchmarks for 2011-2012

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M (Grades 9 &amp; 10)</td>
</tr>
<tr>
<td>Math</td>
<td>B &amp; M (Go Math)</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>Algebra 1 B &amp; M</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Geometry B &amp; M</td>
</tr>
<tr>
<td>Science</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B &amp; M</td>
<td>B</td>
<td>B</td>
<td>B &amp; M</td>
<td>Biology B &amp; M</td>
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</tr>
<tr>
<td>Writing</td>
<td></td>
<td>B &amp; M</td>
<td></td>
<td></td>
<td></td>
<td>B &amp; M</td>
<td></td>
<td>B &amp; M (Grade 10)</td>
</tr>
</tbody>
</table>

B = Baseline Assessment  
M = Midyear Assessment
Upcoming opportunities for assessment participation

- Race to the Top assessments
- Revision of 2011-2012 midyear benchmark assessments (some content areas)
- Revision of 2012-2013 baseline & midyear benchmark assessments (reading, math, science, writing)
- Contact Heather Wright, Race to the Top Psychometrician, if interested in participation opportunities
The stages are logical but they go against habits.

- We’re used to jumping to lesson and activity ideas - before clarifying our performance goals and objectives for students
- By thinking through the assessments upfront, we ensure greater alignment and that teaching is focused on desired results
Next Steps

- Ongoing Collaborative Planning with
  - NGSSS Standards and Benchmarks
  - FCAT 2.0 and EOC Item Specifications
  - Edusoft Benchmark and Mini Assessment Data

- Utilize Resources
  - Curriculum Maps and Pacing Guides
  - Instructional Focus Calendars
  - FCAT Explorer
  - Core and Supplemental Resources
  - Elective teachers attached to specific IFC for additional support

MONITOR THE PROCESS
## District Student Performance Focus Areas

Goals for 2011-2012 – Best Performance Ever!

<table>
<thead>
<tr>
<th>DISTRICT GRADE</th>
<th>2011 Performance</th>
<th>2011-2012 Target</th>
<th>ADEQUATE YEARLY PROGRESS (AYP)</th>
<th>Subgroups</th>
<th>2011 Performance</th>
<th>2010-2011 Targets</th>
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</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td>Proficiency</td>
<td>66</td>
<td>68</td>
<td></td>
<td>White</td>
<td>67</td>
<td>71</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Black</td>
<td>42</td>
<td>48</td>
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<tr>
<td>Learning Gains</td>
<td>59</td>
<td>63</td>
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<td>Hispanic</td>
<td>53</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asian</td>
<td>74</td>
<td>77</td>
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<td></td>
<td></td>
<td>American Indian</td>
<td>53</td>
<td>58</td>
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<tr>
<td>Learning Gains, Low 25%</td>
<td>56</td>
<td>61</td>
<td></td>
<td>Economically Disadvantaged</td>
<td>52</td>
<td>57</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELL</td>
<td>33</td>
<td>40</td>
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<td></td>
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<td></td>
<td></td>
<td>Students with Disabilities</td>
<td>30</td>
<td>37</td>
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<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Proficiency</td>
<td>71</td>
<td>73</td>
<td></td>
<td>White</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Black</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>67</td>
<td>73</td>
<td></td>
<td>Hispanic</td>
<td>61</td>
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<td></td>
<td>Asian</td>
<td>84</td>
<td>86</td>
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<td></td>
<td></td>
<td></td>
<td>American Indian</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>Learning Gains, Low 25%</td>
<td>63</td>
<td>72</td>
<td></td>
<td>Economically Disadvantaged</td>
<td>58</td>
<td>63</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELL</td>
<td>45</td>
<td>51</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Students with Disabilities</td>
<td>37</td>
<td>44</td>
</tr>
</tbody>
</table>
### District Student Performance Focus Areas

**Goals for 2011-2012 – Best Performance Ever!**

<table>
<thead>
<tr>
<th>District Grade</th>
<th>Adequate Yearly Progress (AYP) – Based on 80% scoring Level 3 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subgroups</td>
</tr>
<tr>
<td>Percentage at Level 4</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>ELL</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Proficiency</td>
<td>48%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
</tr>
<tr>
<td>White</td>
<td>83</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74</td>
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<tr>
<td>Asian</td>
<td>93</td>
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<td>American Indian</td>
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<td>Economically Disadvantaged</td>
<td>59</td>
</tr>
<tr>
<td>ELL</td>
<td>46</td>
</tr>
</tbody>
</table>
Summarizing Activity: Exit Slip

- On the yellow exit slip provided, respond to the following questions:
  - What is my biggest take away from today’s learning?
  - What additional support do I need to help my school effectively implement FCIM?
- Write your name and/or school on your exit ticket.
Provide professional development at your school site on the FCIM process and implementation of instructional focus calendars.

- You now have the knowledge, tools, and capacity to be the expert voice at your school site.
- Guide your teachers with the goal of making them knowledgeable and confident in implementing FCIM.
**Date**: Aug. 3, 2011

**Bell work**: I know I know...

**Benchmark**: FL.CIM.2011

**Essential Question**: How does an aligned instructional focus impact student achievement?

**Objective**: Today we are learning to align systems that support student achievement by reviewing the components of FCIM and identifying individual next steps.

**Vocabulary**: Content Focus, FCIM, Instructional Focus Calendar, Mini-Assessment, Mini-Lesson

<table>
<thead>
<tr>
<th><strong>Agenda</strong></th>
<th>Gradual Release Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I do</strong></td>
<td>Review &amp; Define FCIM (Explicit Instruction)</td>
</tr>
<tr>
<td><strong>We do</strong></td>
<td>Identifying areas of support within FCIM</td>
</tr>
<tr>
<td><strong>You do</strong></td>
<td>Implementation of FCIM/Instructional Focus Calendars and Assessments</td>
</tr>
</tbody>
</table>

**Summarizing Activity**:
- Exit Ticket: What additional support do I need to help my school effectively implement the FCIM model?

**Homework**: Provide professional development at your school site on FCIM and implementation of instructional focus calendars and assessments.
References

- Florida Standards: [http://www.floridastandards.org](http://www.floridastandards.org)
- Grant Wiggins & Jay McTighe: Understanding by Design
- CPALMS: Florida Standards [www.floridastandards.org](http://www.floridastandards.org)